

# McGill Daily

Vol. 5. No. 4.

MONTREAL, THURSDAY, OCTOBER 7, 1915.

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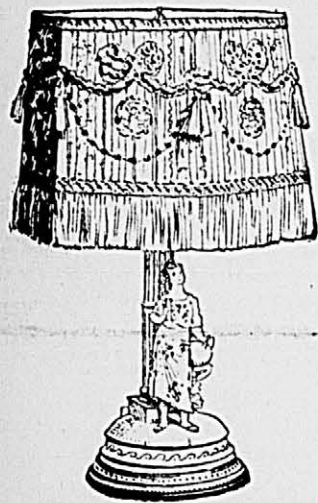
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## SCIENTIFIC COURSES IN LAW NEEDED

Dean Lee Suggests That McGill Point the Way in This Regard.

### THE UNIVERSITY LECTURE

Scholarly Address on "Legal Education Old and New" is Delivered.

Robert W. Lee, M.A., Dean of the Faculty of Law and Professor of Roman Law, delivered the University lecture at the Royal Victoria College yesterday afternoon before a large and appreciative audience. Dean Lee spoke on "Legal Education, Old and New." His lecture was as follows:

I am going to speak to you to-day about legal education. It is unlikely that I shall say much that is new or so old a theme. But if the subject is not new in itself, it may perhaps be new to some of you who are here to-day. At all events, changed times bring changed conditions. We live in an age in which, as respect for tradition declines, the appeal to utility becomes more and more insistent. In such a state of things, it is incumbent upon those of us who are devoted to the older learning to re-examine and, if necessary, to re-state their position. The academic lawyer, in particular, who is distrusted by the layman because he is a lawyer, and by the lawyer because he is academic, must be prepared to justify his existence. I hope to be able to show you that, after all, he has his uses.

### Primitive Law.

Legal education, if not as old as law, is at all events as old as the legal profession. If we push our researches back into the twilight of history, we reach a point at which the lawyer is indistinguishable from the priest. The Law of the Twelve Tables—that primitive code which the Romans regarded as the starting point of their legal history—reflects a stage of social development in which the boundaries of law and religion are still undefined; and, notwithstanding its promulgation, the law remained for a century and a half longer a sacred mystery of which the priesthood held the key. Whether or not the story be true, that about the year 305 B.C., Cn. Flavius, who was employed as secretary by Appius Claudius Cæcilius, the Pontifex Maximus, stole his master's note-books and made them public, the story indicates a moment in legal history when, as Professor Girard puts it, "the droit se secularise." Henceforward the interpretation of the XII Tables and the knowledge of the actions based upon them is no longer the prerogative of the priesthood. A man may be a lawyer without at the same time being a clergyman. From this beginning grows the profession of the law. It has its organization, its aspirations, its methods of legal education. It will soon have its traditions, its venerable past.

### Poor Man's Lawyer.

The first person to make public profession of legal science, so Pomponius says, was Titus Coruncanius. Those who preceded him, he adds, were in the habit of bestowing their time on such as consulted them rather than of putting themselves at the disposal of learners. This Coruncanius was the first plebeian, Pontifex Maximus, and consul in the year 280 B.C. He was the author, Pomponius again tells us, of numerous and important opinions. We find therefore great professional activity in the years which followed the publication of the just law by Flavius Plavianum. It is unlikely that Coruncanius gave systematic instruction. More probably he held himself out to give advice to all who cared to consult him. To play the part of poor man's lawyer was in the later republic one of the ways in which the ambitious candidate wooed the caprice of popular favor. The aspirant of office, we may suppose, did not always write his own opinions. The youth of Rome would be proud to "devote" for him, and at the same time caught up eagerly what he had to say about the adena of his profession. So we get little coteries gathering round some "master in the law"—each prepared jurare in verba magistri. The personal relation thus established between master and pupil was then, as it has been in the legal profession in England, often a very close one, and the foundation of lifelong friendships.

In the last century of the Republic this purely professional training was no doubt accompanied by systematic instruction in legal science. Under the early Empire, Capito and Antistius Labeo were celebrated jurists. Labeo in particular has left his mark on the history of Roman law. He was a great student, and it would seem a great teacher. Half the year he devoted to his pupils, the other half to study, with such good effect that he left behind him no less than four hundred volumes of written matter. Labeo and Capito had for followers Proculus and Sabinius, who gave their names to rival schools or jurists.

### Wrote Handbooks.

Many of the lawyers of this age were prolific authors. Besides their books of Responses, Commentaries upon the Edict, Legal Encyclopedias and other aids to practice, they wrote also elementary handbooks called Institutions, the design of which, as the name indicates, was education. One of these works—the Institutions of Gaius—has been preserved to us almost complete. Niebuhr discovered it in the year 1816 in the Chapter Library at Verona in a palimpsest over-written with the letters of St. Jerome.

## RECEIVES PROMOTION

Howard H. Hepburn Med. '10, is Now a Captain at the Front.

Word has been received at the University of the promotion of Dr. Howard Hepburn, Med. '10, who a few years ago was medical superintendent of the Montreal General Hospital. Dr. Hepburn left Montreal for Siam, where for a year he was medical adviser to the King. Going to England, he attended a medical congress in London, which concluded shortly before the war broke out. He went to the front with one of the field hospitals of the Imperial service as lieutenant, and, with A. L. Lockwood, Med. '10, was one of the first Canadians to land in France. Word was received yesterday that he had been promoted captain. Two of Dr. Hepburn's brothers are at present at the front. His mother resides in Edmonton.

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The golden age of the Roman law extends over more than two centuries, from the late republic to the age of the Severi. It culminates in the names of Papinian, Ulpian, Paulus and (somewhat later) Modestinus—a quaternon of talent with whom Gaius was associated as a fifth in a later age, which assigned to the writings of these men a pre-eminent authority in legal citation. Their individual merit has been variously estimated, but of their collective value it is impossible to speak too highly. They are to jurisprudence what Plato and Aristotle are to philosophy—lights which burn with undiminished radiance through the ages. It is they who created, or consecrated, for us a terminology which is to-day widely diffused over the civilized world. To them the civil law owes its categories and its classifications. But their chief praise is to have brought a lofty ideal of justice into happy harmony with the concrete facts of human life, and in doing so they went far to realize the proud words of Ulpian when he says: Cujus merito quis nos sacerdotes appellet—justitiam namque colunt et boni et aequi notitiam promittunt aequum ab iniquo separantes, licitum ab illicito discernentes. . . . veram, nini fallor, philosophiam; non simulatam affectantes.

It is unnecessary to insist upon the educational value of these discussions in which the active imagination of youth stimulated and was tempered by the experienced judgment of later life. Evidently the law schools of this period were vigorous institutions. But details of their organization are wanting. Of the legal education of this period we know, alas! but little.

A casual phrase in the Digest, a passing reference in a Schollast and the like is all we have to go upon. We must be satisfied with the reflection that young men and middle-aged lawyers are much the same in one century as in another. The young gentlemen who crowded the law library set up by Augustus in the new temple of Apollo were perhaps not very different from the law students of our own day. But how many lectures they were supposed to attend in the week, and what happened if they failed to attend, I cannot tell you.

### Roman Law Awakes.

The scene now changes. The barbarian invasions and their sequence, the Dark Ages, have come and gone. We are at Bologna any time in the second half of the 12th century. Eager students are flocking in hundreds from Italy and Spain, and across the Alps from France, from far-off Germany, Poland and Hungary to drink at the re-discovered fountains of jurisprudence.

The Roman law has awakened from its sleep. A legend long current attributed its awakening to the capture of Amalfi by the people of Pisa in the year 1135; on which occasion, it was said, the famous Codex of the Digest, once known as the Codex Pisanus and now as the Codex Florentinus, came to light. The story is apocryphal. The barbarians did not exterminate the practice, perhaps not even the study of the Roman law in the west. It continued to exist and be followed by the Roman populations of the Empire as their personal law. In the prevailing darkness broken lights show its survival—here a citation or two in the Etymologies of Isidore of Seville, who belonged to the first half of the 7th century; there the strangely debased Lex Romana Curiensis drawn up at the end of the 8th century for the Romance population of Eastern Switzerland and used also in the Tyrol and Northern Italy. The Roman law existed, but it existed in solution, as custom, not as a consciously apprehended system. Based upon the Code of Theodosius (438 A.D.)—for in the West the codification of Justinian had never generally prevailed—and upon one or two elementary works of the great jurists it degenerated through epitomes and epitomes of epitomes into a soulless and unintelligent tradition. Its revived study was part of the awakening of intellectual life which has been termed the first Renaissance. It was Irnerius of Bologna who, according to the generally accepted story, founded the school of the glossators towards the end of the 11th century. He had been reading his Bible—he was then magister—

(Continued on Page 2.)

## POOR AT LATIN BUT GOOD AS FIGHTING MEN

Prof. John Macnaughton's opinion of Canada's Young Manhood.

### RECEPTION TO STUDENTS

Annual Freshmen's Reception Held at Strathcona Hall Last Evening.

"There's one thing about Canadians. They may not be clever at Latin, but they can play football and they can fight!" was how Prof. John Macnaughton put it at the reception given to first year students' in Arts, Law and Medicine, in Strathcona Hall last evening. Prof. Macnaughton was the chief speaker at the reception and confined his remarks to comment upon the great war and its relation to college activities. "There's no reason why we should not play football or take part in other sports. They do that at the front. But, I think that some activity in which we take part should bear a relation to the great crisis upon which so much depends. You must all be prepared and the best way in which you may become prepared is to join the McGill Regiment," declared Dr. Macnaughton. "The Germans are all in it, every man, woman, child, cat and dog, you might say, and there lies their strength." Dr. Macnaughton continued. He spoke of the splendid example to Canada set by Sir M. Drummond, who was killed in action at Langemarck, and of his action at Langemarck, and of his splendid character and services to McGill undergraduates. Dr. Macnaughton ventured the opinion that Canada's sacrifice on Europe's battlefields would make public life pure and clean. There were about 65 men present at the reception and they were certainly treated to a fine programme. A. S. Lamb, President of the Students' Council, welcomed the men on behalf of the Students' Council, and he said that he hoped they would all turn out for some college activity and not spend all their time on their work. After Mr. Lamb had concluded his remarks, Major McGee and Lieut. J. C. Simpson outlined the work of the McGill Contingent C.O.T.C., and they both urged the men to turn out and become efficient soldiers so that if necessary they could take their place at the front. E. A. Corbett, general secretary of the McGill Y.M.C.A., acting in the capacity of chairman, then introduced E. A. Cushing, President of the Athletic Association. Mr. E. A. Cushing said that although there would be no intercollegiate athletics this year, that was no reason for the men not turning out. He said that 15,000 people were to be invited to the opening of the McGill Stadium on Sport's Day, and that it was up to the men to turn out and make a decent showing.

D. H. Wollatt, of the Football Club, was the next speaker. He supplemented Mr. Cushing's remarks about the men turning out for sports, and he said that the Football Club were doing every thing in their power to get men interested in, and to teach them the science of the game. Lieut. C. J. Tidmarsh then spoke on behalf of the McGill Daily, of which he is president. He said that he supposed by this time the men were beginning to wonder where they were going to get the time to go in for all these sports, and still do some work. He advised each one to pick out something that interested them and to stick to it. After Lieut. Tidmarsh, Mr. MacKenzie, of the Arts Undergraduate Society spoke a few words on the war and its effect on the college, and he begged the men to turn out with the regiment and become efficient. After refreshments, consisting of ice cream, cake and coffee, the University closed with "God Save the King."

### STADIUM SECURED

New Grounds Are Now Available for Track and Football Practices.

At a meeting of the Committee of Management of the Stadium held yesterday afternoon several matters of vital interest to the students were discussed. It is now officially stated that students can use the Stadium for track and football practices and that the track meets and football matches will be staged on the new field. Arrangements are also under way for securing part of the lower campus for practicing purposes, and a definite announcement is expected shortly in this regard.

### ALIEN GUARD DROWNED.

Lieut. George C. Noxon, a University of Toronto man, who pursued European studies at Lausanne and Bremerhaven, was drowned this week at Kuskasung, Ont., where he was an officer of the aliens' guard. He was in Germany when war was declared, and escaped from the country after a series of adventures. He immediately took up military work on arriving home safely.

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# McGill Daily

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The Official Organ of the Undergraduate Body of McGill University.

Published every day except Sunday by  
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H. R. Morgan, '17,  
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Staff to be appointed.

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Editor To-day—J. R. Gillanders, '16.

## On Heckling Freshmen

"The publication of a long list of Freshman rules in the 'Cornell Sun' might well furnish the University, and especially its newest members, with material for self-felicitation. The Cornell freshman is distinctly heckled, it appears. There are places where he mustn't go at all, places where he may go if he wears a coat and an official cap, and places where he may go if he doesn't sit in the first three rows. If he wishes to smoke a numeral pipe, he may do so only in the privacy of his own chamber. He must never, never wear a preparatory school pin. He must not remain seated in a street-car while an upperclassman stands.

McGill has no Freshman rules. A Freshman, if he chooses, may keep his seat in a street car while the oldest living graduate—and his wife—straphang; he may stalk boldly up the Avenue and around the Campus with a top hat on his head—and a pipe—any kind of a pipe—in his mouth. Here, the Freshman is subject to no laws which do not apply equally to upper classmen. True, liberties are occasionally taken with his pride for the purpose of the entertainment of the lordly Soph., as has been the case recently, but the treatment accorded the new-comers is harmless and mild in comparison with what is allowed to be carried on elsewhere, and it is probable that the Freshmen interested enjoy the joke just as immensely as do those who are attending to their introduction to college life. It's all in the game.

## Editorial Notes

The receptions which are tendered Freshmen by the McGill Y.M.C.A. cannot help but be profitable to the new students. It often happens that a student desires to devote a portion of his time to work at college outside of his regular academic studies. For such a student these meetings are particularly valuable as they give him the information he requires. The interests of the various activities about college are presented by men interested in them in such a way that a student is able to determine which one he wishes to support.

The coming elections of class officers by 1917 are far more important than were those held during the first two years of the existence of the class, for upon the shoulders of the men who are to be now chosen will devolve the work of organizing the year to cope with the problems which are coincident with the production of the Annual, the holding of the Junior Dance (if there is to be one), and the other activities must occupy the attention of the third year students. Popularity is about the only qualification necessary for carrying through the none-too-arduous duties of an underclass officer with an average degree of success; but scarcer commodities are demanded for the work of managing a junior class—brains and energy.

The college student who just "gets by" from term to term and year to year has been the subject of much caustic but just criticism in these recent days. Dr. Silas F. Neff, principal of an educational institution in Philadelphia, not long since insisted in an address that only those students who throw themselves completely into their work can hope to be successful. And Dr. John Grier Hibben, president of Princeton University, has taken up the same topic and handled it as it is often handled by disappointed parents. "If I were asked to name the greatest defect of the present undergraduate," remarked Dr. Hibben, "I would say it was his tendency to postpone until to-morrow his task of to-day. Colleges connive at this by making his work agreeable; the teacher at once helps him over any difficulty. . . . He should be made to think his way out of difficulties for himself." He is usually made to do this when he leaves college.

### QUEEN'S NEW LIBRARY.

Prof. Watson and Miss Saunders, the Librarian of Queen's, were in Toronto last week looking over the Library buildings of the several universities there, in order to get ideas for the new Queen's University Library to be built, as a result of the generous donation of Chancellor Douglas. As yet the site for the new building has not been decided upon.

### GIFTS TO HARVARD ARE ANNOUNCED.

The treasurer of Harvard College announced at a recent meeting of the corporation the receipt of gifts amounting to \$155,601.74. This amount includes certain of the gifts announced by the president on commencement day, i.e., the gifts of the class of 1890 of \$80,000. Among the larger new gifts and bequests is \$6,200 from various donors for the purchase of a Van Dyck portrait for the Fogg Art Museum. At the same meeting a gift to the library was announced from J. Randolph Coolidge (Harvard Law School 1854) of a letter written by Thomas Jefferson in the year, 1779. The establishment of the N. P. Halliwell '61 Memorial scholarship, was announced, the fund furnished by the children of Norwood Penrose Halliwell and the income to be awarded at mid-year to a member of the freshman class who shall hold the scholarship until his graduation.

### SHIPS AFFECTED BY WAR.

London—Figures recently published, give the total number of ships of all nationalities captured, detained, sunk or damaged since the outbreak of war, as close on 3,000 vessels, with a gross tonnage of nearly 4,000,000 tons. Up to the end of July, the numbers and tonnage of the various nationalities was as follows:

	Ships	Tonnage
German	521	1,113,298
British	476	980,773
Austrian	418	538,820
Allied, excluding British	82	128,177
Turkish	56	18,508

In addition to the above numerous vessels have had their cargoes detained; these number 776. In connection with the losses of British vessels, it is noted that a total of 56 were captured and sunk by the German cruisers, Emden, Lelips, Karlsruhe, Königsberg, Dresden, and armed merchant vessels. All property taken in the capture of enemy ships, passes under the control of the admiralty marshal, who pays, it is interesting to note, the wages of the captured crew up to the date of capture. At present (up to the end of August), the amount standing to the credit of the prize fund, deducting expenses or realization, freight, etc., is \$2,943,804.

Secret practice is being resorted to by many eastern colleges. Harvard and Chicago began practising behind closed gates on Monday.

## Scientific Courses in Law Needed

(Continued from Page 1.)

ter in Artibus—and pondered over the text, "None duo passeris asse venient"—"Are not two sparrows sold for a penny?" The words excited his interest as to the nature of the ancient coinage. To resolve his difficulties, he had recourse to the law-books and soon became absorbed in the study of the Roman law. Whether the story be true or not—and there is reason to think that Pavia or Ravenna rather than Bologna was the first scene of the revived study of the classical jurisprudence—at all events we may allow to the Law School of Bologna the credit of having given the impulse to a movement, which in a few decades had diffused itself over Western Europe. In the reign of Stephen, Master Vacarius, a pupil of Innerius, is lecturing upon the Civil Law at Oxford. Then the Church takes alarm. For a time the study of the Roman law is barred. In England, however, the real struggle is not between the canon law and the civil law, but between these and the common law. The growing sense of nationality secures the victory of the national law. When at the Parliament of Merton (1235) the barons claimed "Nolumus leges Angliæ mutari"—"We will have the laws of England altered," they pronounced—at all events for the time—the defeat of an alien system, whether secular or ecclesiastical.

Appropriately enough, the Statute of Merton is the oldest enactment printed in the Revised Statutes of the Imperial Parliament.

### The Year Books.

Less than half a century later we reach the period of the Year Books—that invaluable series of reported cases, which extends from the reign of Edward I. to the reign of Henry VIII. The circumstances in which these compilations were made are obscure. The opinion that they were official reports is no longer entertained. It seems more probable that they originated in notes made in court by law students and junior practitioners. This accounts for their frequent inaccuracies and want of form. On the other hand, being put together by men whose whole interest was centred in the practice of their profession they contributed, together with other influences, to giving to English legal education the practical character, which it has maintained to our own time.

English legal education was conducted partly in the universities, particularly in the Inns of Court. The English universities, like the universities of the continent, had their law faculties and conferred the degrees of bachelor and doctor of laws. But the only law taught by these learned bodies was the canon law and the law of Rome. All in vain was it that John Wyclif pleaded for the teaching of English law in English universities. The institution in 1758 of the Vinerian Chair of English Law at Oxford, to which Sir William Blackstone was the first appointment, was the earliest recognition that the law of the land was a proper subject of academic study. Meanwhile from the 15th century onwards the two Houses of the Temple (first divided in the reign of Henry VI), Lincoln's Inn and Gray's Inn (to which I owe my special allegiance and duty) continued to train young men for the practice of their profession. These ancient and venerable institutions, not corporations (for they go back to a time when lay corporations were hardly recognized as legal entities), resembled the Halls of Oxford (of which St. Edmund's Hall is the sole survivor). They were self-contained bodies, each with its own internal organization and discipline. Distinct from, but partly dependent upon them, were numerous houses of law, known as the Inns of Chancery. Inns of Court and Inns of Chancery together constituted a great school of practical education, which flourished in unimpaired vigor for more than two centuries. "All these," says Lord Coke, in the preface to the third volume of his Reports, "are not far distant from one another, and all together do make the most famous university for profession of law only or of any one human science that is in the world."

This is high praise, indeed. But the classical testimony to the character of the legal education afforded by the Inns of Court and of Chancery, when taken in its entirety, is somewhat tainted in Sir John Fortescue's treatise de laudibus legum Angliæ, written about 1470, and dedicated to the high-spirited Prince Edward, son of Henry VI, whom crook-backed Richard "stabbed in his angry mood at Tewkesbury."

The passage is a long one, but, in view of its interest, perhaps you will suffer me to read an extract from it to you:

"The students are for the most part young men; here they study the nature of original and judicial writs, which are the very first principles of the law. After they have made some progress here, and are more advanced in years, they are admitted into the Inns of Court properly so-called. Of these there are four in number. In that which is least frequented there are about two hundred students. In these greater Inns a student cannot well be maintained under eight and twenty pounds a year. For this reason the students are sons to persons of quality, those of an inferior rank not being able to bear the expenses of maintaining and educating their children in this way. So that there is scarce to be found throughout the Kingdom an eminent lawyer who is not a gentleman by birth and fortune; consequently they have a greater regard for their character and honor than those who are bred in another way."

There is both in the Inns of Court and the Inns of Chancery a sort of an academy or gymnasium fit for persons of their station, where they learn singing and all kinds of music, dancing and such other accomplishments and diversions (which are called revels) as are suitable to their quality, and such as are usually practised at court. At other times, out of term, the greater part apply themselves to the study of the law. Upon festival days, and after the offices of the church are over, they employ themselves in the study of sacred and profane history. Here everything which is good and virtuous is to be learnt. All vice is discouraged and banished; so that knights, barons

and the greatest nobility of the Kingdom often place their children in these Inns of Court, not so much to make the laws their study, much less to live by the profession (having large patrimonies of their own), but to form their manners and to preserve them from the contagion of vice. The discipline is so excellent that there is scarce ever known to be any piques or differences, any bickerings or disturbances amongst them. The only way they have of punishing delinquents is by expelling them from the society, which punishment they dread more than criminals do imprisonment and irons; for he who is expelled out of one society is never taken in by any of the other. Whence it happens that there is a constant harmony amongst them, the greatest friendship, and a general freedom of conversation."

Such was the professional training of the lawyer in the 15th century, and things were much the same in the days of Coke. But in the 17th century the whole system fell into decay. When William Murray, afterwards Lord Mansfield, was a student in the early years of the reign of George II. (terms were kept by eating dinner (five in each term), and this formality, culminating in a call to the Bar and the payment of the necessary fees, constituted within living memory all that was needed to make a barrister-at-law. Perhaps some perfunctory essay was now and again required of the students. I have heard an old gentleman, lately deceased, describe how when he was a student in the forties or fifties of the last century a cry would go about the hall of his Inn, "Gentlemen with the exercises." The exercises were certain faded and greasy manuscripts produced for the occasion by cook or manicle, and returned to him, doubtless with a fee, after the ceremony of reading them in the Benchers' room was over. After a very few sentences, the senior benchers declared himself satisfied, and examiners and examined repaired without further delay to their respective dinners. During the last half century the avenue to the Bar has been made more difficult. Examinations are conducted under the auspices of a body called the Council of Legal Education, which has also organized a system of lectures for those who choose to attend them.

But the real education for practice at the Bar remains to-day what it has always been, not theoretical but practical. The profession of the law is an art, not a science. By attending the office of a junior barrister—"reading in chambers"—it is called in England—you acquire just so much knowledge of the law and skill in the practice of it as you are clever enough to pick up or the barrister in question has leisure and inclination to convey. Meanwhile you are haunting the courts, taking a note of an argument, listening to the speeches of men who have succeeded in their profession, and of men who have not, living withal in an atmosphere of restless intellectual activity. This method of legal education, like so much else in English life, is unsystematic; but given industry and the right qualities of mind and of character, it makes very able lawyers. The training of the solicitor has the same practical quality. The candidate serves five years' articles—three years if he has a degree, not necessarily a law degree—and passes certain examinations, which are said to be severer than those required of the students of the Inns of Court. In London and at some provincial centres opportunities are afforded of attending lectures, but attendance is not exacted.

The title of my address promised to say something of legal education old and new. My scheme has been laid, as in some of the old dramas, "dispersedly in various places." I shall now attempt to gather the results and shall add something about the aims of legal education in general, and about the present condition of legal education on this continent.

The Corpus Juris Civilis from which we get our knowledge of Roman law is a cadaver juris—a body of dead law. But it is as once alive; and the men who studied it were as men living. It studied and taught life. It is law in daily life, not law in the law courts, for in the best days of Roman law, instead of lawyers taking their law from the courts, it was the courts that took their law from the lawyers. Unenslaved by the accidents of forensic casuistry, they were free to consider each problem as it arose in its proper relation to moral and legal principle. Thus, theory and its application went hand in hand, and jurists found their philosophy of law within, or within reach of the very system which they helped to make and under which they lived. For such men legal education was education in the law science.

The revival of the Roman law in the 12th century was the beginning of what Prof. Vinogradoff not inaptly calls a ghost story. The law is the same, but the life is out of it. It is to be found not in the courts, but in the universities. There it supplies a training both in legal dialectic and in legal science, and it has continued to do so until the present day. Meanwhile the live law, ignored by the universities, was practised in the courts. Later, on the Continent of Europe, at various times and in various degrees, came what is known as the "Reception," and the invasion of the courts by professor-made law, with the result that the study of Roman law became matter not only of scientific, but of practical interest as well.

An age of codification has followed in which the Roman law, expelled from the courts, has reverted to the study and the lecture room. To-day the universities of the Continent of Europe employ it as an instrument of scientific training, but they have also maintained their hold on the living law, and a course of study in the law faculty of a university is, I believe, generally required as one of the conditions of admission to practice.

In England, as we have seen, the universities taught the Roman law. There—if he had a stomach for it—a man might take his fill of legal science. In the Inns of Court, he would not get science; but he would get what same have thought better and many have found more profitable—a knowledge of the laws of England.

Such then, as I read it, is the history

of legal education in the old world. I pass to the practical questions. What are the aims of legal education in general? What should be the aims of legal education in this university in particular?

Legal education, as I understand it, may assume one of three forms—not always rigidly distinguished in fact, but each bearing its own distinctive character.

First, you may train a man in the practice of law.

Secondly, you may train him in the law which he is to practice.

Thirdly, you may train him in the practice of law; in other words you may teach him an art, craft or profession. To the layman and to many lawyers this presents itself as the best and end-all of legal education. It is to the professional bodies or judicial authorities who in each country guard the avenues to practice that we look to fix and maintain a decent standard of professional qualification. It cannot be said that they always succeed in doing so. In the United States of America the astounding notion has prevailed that any adult citizen who can walk and talk has a natural right to practise law, subject at most to passing an examination.

In England, the Inns of Court, if they do not insist on technical instruction as a preliminary to a call to the Bar, at all events keep their students under observation for three years and see that they live up to the traditions of an honorable profession. There are indications that the practice of reading in Chambers may in the future become more systematic and perhaps obligatory.

In Canada the system of apprenticeship to a law office is universal. In the Province of Ontario students are further required to attend lectures at the Law School for three years. In Manitoba, the University and the Law Society have lately instituted a law school. Attendance is compulsory for students residing in Winnipeg and its neighborhood. In all the provinces of Canada, other than Quebec, the period of apprenticeship is reduced by one or two years in favor of graduates in arts or in law. In this province a concession of one year—reducing the term from four years to three—is allowed, but only in the case of a student "who has followed a regular law course in a university or college in the province and taken a degree in law therein."

Secondly, you may train a man in the law which he is to practice. Many lawyers have got on, and got on well, in their profession with very little knowledge of law, but some knowledge of law is indispensable. The practitioner must at least be familiar with the current coinage of forensic debate. He must know enough law to learn more, easily and rapidly, when need arises. But legal education will do more for him than this. It will not merely make him acquainted with the statutes and decisions from which the knowledge of a system of law is derived, but—what is more essential—will aim at giving him mastery of the principles which have determined the decisions and motivated the statutes. It is the grasp of legal principle which makes what we call a sound lawyer.

He is one who, when a state of facts is presented to his mind, raising a question of legal rights and duties, is likely to give you a well-reasoned opinion, can tell you what the legal rule to apply, can state it correctly and draw the proper inference. It is in this department of legal education that the case method of the American law schools has proved so fruitful of good results. It is claimed for it not only that it is the best (some say the only) way of learning the common law, but more than this, that it affords an unexampled legal gymnastic and mental training. All this may be conceded, but it remains none the less a discipline in a single system. The principles which it establishes are secondary principles. "That is our law," said Sir George Jessel, in a reported case. "If it were not our law, its absurdity would be apparent." Lord Halsbury, too, has more than once declared that English law (and this applies to the common law everywhere) is not a scientific system. The fact indeed is patent to everyone who has studied it. So your principle may be a jumble of odds and ends. But for the case-lawyer, they are finally. Finality of this kind, however, is not the last word in legal education.

Lastly, you may train a man in law, that is, in legal science. Let me explain what legal science means to-day, influenced as it has been by the historical and comparative studies of the past century. Its subject matter is the legal systems of the world past and present. Its methods are comparative and analytic. By comparing legal systems and legal institutions in all lands and ages, it forms a conception of an abstraction law which concrete systems embody and express. It considers the origin of law in custom and religion, traces its development, observes its processes. Next it analyzes the material of one or more systems, induces from particular instances a rule, from rules a principle; descends

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again to the particular, applying the rule or the principle to the multifarious combinations of human life. Lastly, taking these combinations as fundamental facts of experience, it seeks to know how they may best be regulated in harmony with national character and moral sentiment, as "divinorum atque humanarum rerum notitia, iusti atque injusti scientia"—"the knowledge of things divine and human, the science of the just and unjust."

I return to my three categories. You may train a man to practise law, you may train him in the law which he is to practise and make him a sound lawyer. You may train him in law and make him a scientific lawyer. Which of these is the function of a university? Certainly not the first. You cannot teach a man in your classrooms to practise law any more than you can teach him to play the fiddle by lecturing to him on fiddling. As to the second, it is an admitted function of the modern university to impart the theoretical knowledge which is necessary to the mastery of a profession. Hence, our faculties of law and of medicine. But the intensive study of a single legal system, however practically useful, is—to borrow a phrase from Burke—more calculated to quicken and invigorate the understanding than to open and liberalize it. Width of outlook is obtained by enlarging the range of vision. The scientific study of law, which I have noted as the third kind of legal education, enlarges the mental horizon and at the same time quickens the understanding. It is peculiarly fitted to be the subject of university teaching. It should, I think, form the subject of a two years' course in which the civil law and the common law would be studied side by side, each in its proper historical setting, and rather in their grand outlines than in unnecessary detail, while a course on what is specifically called jurisprudence—that is, the first principles or elements of law—would supply the student with the necessary orientation. Add to these constitutional law and public international law—subjects which, if I do not misread the signs of the times, are likely to assume enormous practical importance in the not distant future—and you will have provided for your students an education in legal science not surpassed, to my knowledge, in any university of the old or new world.

Such a course of study would not,

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TO-DAY

### "The Barnstormers"

Four-Part Broadway Picture, FABLE OF HAZEL'S TWO HUSBANDS.

Pathe News

Geo. Ade's Fables

INTERNATIONAL FOUR.

MISS GORDON.

Indeed, make lawyers. It is not intended that it should. But it would make citizens. It would enable those who followed it to take an intelligent interest in the great movements of national and of international life. It would save them from some of the pitfalls which beset the simple-minded laymen. It would be an education not for intending lawyers alone, but for such as aspire to be politicians, journalists, men of affairs. For the law student in particular it would supply a most valuable preliminary training. He would proceed to his more technical studies with a mind already disciplined to habits of legal thinking, to the great advantage of himself and comfort of his professors. A curriculum of the kind described has for many years existed in Oxford, where it leads to the B.A. degree, and in Cambridge where, if pursued for two years, it culminates in the B.A. degree, and in the LL.D. degree also if continued for one year longer. Nothing of the kind, so far as I know, exists as yet on this continent. But the need for more purely scientific courses in law has been felt in the law schools of the United States, and is emphasized by Dr. Redlich in his valuable report to the trustees of the Carnegie Foundation for the encouragement of teaching. It would be well for McGill to point the way and to realize in this direction as in others the lofty aims of her pious founder and generous benefactors.

### THE COLONIAL

Thursday, Friday and Saturday are the last three days on which can be seen at The Colonial the beautiful Beatriz Michelena. In a five part Drama taken from Bret Hart's Poems, "The Lily of Poverty Flat." In addition there is a Comedy showing for the first time in the West End, featuring Charles Chaplin in "The Face on the Bar Room Floor," also the Pathe News in Pictures at every show.

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## Round About the College

Report has it that the Freshmen are undergoing thorough organization in preparation for the annual fray with the Sophomores on Sports Day. With the Second Year students less than half the strength of the first year men, it looks serious for them.

Students of the Faculty of Medicine are this year mourning the loss of "Pat," superintendent of the dissecting room, who has left the University to take up work in another field.

Second year students in Medicine yesterday morning commenced work in the dissecting room. Uptown drug stores report a large demand for far and other strongly scented soap.

The turf of the campus is a thing of the past as a result of the daily drilling which is going on by detachments from the Fourth University Company and from the 73rd Highlanders. Nursemaids and their charges are as much in evidence as they ever were.

A student evidently mistakes the climate of Montreal. He appeared on the streets and in the corridor of the Arts building with headgear that is more applicable to dog days. Needless to say, he belongs to the Arts' Freshies.

Three third year students from McGill College, B.C., have joined the much-depleted strength of Arts '17. The attendance from the British Columbia branch of the University is this year far below the average, due to the opening of the new University of British Columbia, which now carries on the work in third and fourth years.

A Jewish old clothes merchant who was doing business with members of the Fourth University Company at the Union yesterday was given the grand bounce by Culyer after he had collected a good sized bag of cast-off clothing. The man had entered the Union and carried on his business without proper permission.

New uniforms to be ordered for the staff of the McGill Union, and Culyer and his faithful henchmen went to the tailor's yesterday to have measurements taken.

The annual Thanksgiving supper for students whose homes are outside the city will be held as usual at Strathcona Hall next Monday evening, commencing at 6.30. The supper is held under the auspices of the social committee of the McGill Y.M.C.A., of which L. H. Derrer, Sci. '17, is chairman.

All nominations for vacancies in the Science Undergraduate Society must be handed into the President, W. Sutherland, not later than Tuesday, October 12th.

The Maccabean Circle will hold its first meeting on Sunday, October 10, at 2.30 p.m., at the Royal Arcanum Chambers, 92 Union avenue. All members and prospective members are requested to attend.

The tennis courts are in use daily by students practicing in preparation for the fall season of the Tennis club.

Some of the Medical classes have very effective class yells. It is reported on good authority that one performance at the freshman initiation in the Palm Garden the night before last, caused some of the other frequenters of the place to leave their refreshments untasted. If the rosters are well organized the Meds should have little difficulty in winning any inter-faculty competition.

Several Science freshmen strayed into a lecture in Third Year Mechanics (the other day) under the impression that they were among their own class mates. It was really pitiful to see the look of utter and complete bewilderment which spread over their faces as they heard about integration and moments of inertia, and attempted to follow the lecture, only to give up in despair after a few minutes, while they gradually realized that they were in the wrong pew.

## PRESIDENT LOWELL OF HARVARD WRITES ABOUT MODERN CULTURE

President Lowell, of Harvard University, has contributed an article on "Culture" to the North American Review, out this week for October. In it he undertakes to define his subject, and also deals with the basis for culture that can and should be laid, he thinks, by a college or university. He says, in part:

Culture does not mean the possession of a body of knowledge common to all educated men, for there is no such thing to-day. It denotes rather an attitude of mind than a specific amount of information. It implies enjoyment of things the world has agreed are beautiful; interest in the knowledge that mankind has found valuable; comprehension of the principles that the race has accepted as true. All this involves a desire to know coupled with a capacity to acquire, and appreciate. No doubt, men differ very much in their natural power of acquiring such a culture. Some people are born with little or no aptitude for it; others with a strong impulse for it, but no one is born possessed of it. No one can attain it without long continued toil and an effort which may be pleasant or irksome, may seem easy or laborious according to personal temperament and energy, but which is always strenuous.

But if culture itself is elusive, the roads thereto are not fixed by authoritative signboards, nor mapped out by universal agreement; and if culture no longer implies a recognized body of knowledge, there is no regular curriculum of studies leading to it. An attitude of mind is a much more subtle thing to produce, and many are the differences of opinion about the way to set about the task. One cannot speak, therefore, dogmatically as of general accepted doctrines, but only from the standpoint of personal conviction.

Certain principles may be clearly seen, or deduced from the nature of the object in view. If for culture one must have learned to enjoy as many as possible of the things the world seems beautiful, to know enough to take an interest in all that mankind has found valuable, and to have pondered enough to comprehend the ideas that the race has accepted as true, then it is obvious that to be cultivated, a man must at some time have had some acquaintance with a good many subjects. The number of these, however, is not so large as one might suppose, because entrance into one field often opens the gateway to others. Appreciation of good literature in one language provides the basis for appreciating it in another, and to a less extent this is true between any two different arts. The same thing may be said of the various branches of science. Each subject has many points of contact to which any new kindred thing will adhere, so that, unless it withers away by disuse, knowledge tends to roll up like a snowball. Smiles are the bane of educational reasoning, and perhaps in this case it would be better to use the language in which I have already referred to culture, and say that an attitude of intellectual attention and appreciation having been acquired in any subject, it

tends to increase and to bring fresh knowledge of things similar to those in which interest has been awakened.

The moral to be drawn is that which the late William James laid down in his "Talks to Teachers": All thought springs from a cue; therefore increase the number of cues as much as you can. The man or woman who desires to be cultivated should strive to have at least a little familiarity with as many diverse fields of human thought as possible. No great region should be wholly a strange, unexplored wilderness, traversed only by people who utter dark sentences in an unknown tongue.

This essay deals not so much with culture as with the basis for culture that can be laid by a college or university, for culture, like all education, must continue through life. All we can do as teachers is to lay the best foundation for it that we can, and the upshot of the argument here presented is comprised in the old adage, that the true basis for culture is to know a little of everything and everything of something. While we may admit that this is the object to be sought, sharp differences of opinion exist, and will long remain, in regard to the means of attaining it.

For men who can give the time, their general studies before the professional ones. In short, there is much to be said for separating the work of college and professional schools. It follows also that the course in the college ought to cover a number of different subjects, together with a somewhat thorough study of one among them. What that one should be will vary with the personal aptitude of the student. In my own opinion, it is better, as a general rule, that it should not be too closely akin to the subject which will engross attention in the chief occupation of life; because any direct professional knowledge that can be obtained in college is trifling compared with what can be acquired in a far shorter period in a professional school, and the attempt to obtain it crowds out some other subject that will probably never be studied at a later time.

This is not the time to review the methods of education in foreign countries. To be successful, any system must be consistent with itself, and it is unsafe to graft a foreign limb into a root unadapted to sustain it. So far as culture is concerned, our problem is to develop, in harmony with our own institutions, a type of education that will cause young people to enjoy the things the world has agreed are beautiful, to be interested in the knowledge mankind has found valuable, and to comprehend the principles the race has accepted as true. This is culture, and to impart it is a function of the American college.

### SUCH WASTEFULNESS!

Persistent Person—"Would you help us to send a missionary to Korea? It will cost only two thousand dollars." Old Grouch (brutally)—"Two thousand dollars! Why, you can get him croaked by a gunman here in New York for ten."

### CERTIFICATE "B" MEN TO MEET.

Men of last year's C. O. T. C. who have completed their work for certificate "A" and who wish to proceed to certificate "B" are asked to meet Major McKergow and Capt. Howard at 5.15 this (Thursday) afternoon, in room 33, Engineering Building.

## MANY MEN ARE SIGNING WITH 4TH COMPANY

Unit Now Boasts of Men From Every Province and Large Town.

### THANKS ARE TENDERED

Soldiers Express Appreciation to McGill Students For Use of the Union.

The Fourth Universities Company can now boast of having recruits from every province in the Dominion, and all the larger towns and cities have sent their representatives to this unit, which goes to show how well known the company has come to be. Yesterday fourteen recruits presented themselves for physical examination, and of these ten were accepted, which is a good example of the splendid physique being offered to the Universities Company. The lucky men to be accepted were from widely distributed sections of the country, their names being as follows:

G. H. Traunweiser, Calgary.  
N. R. Cooke, Pasadena, California.  
N. R. English, Calgary.  
C. West, Regina.  
W. L. Griffith, Winnipeg.  
D. S. Broad, Calgary.  
G. Milne, Calgary.  
W. W. King, Buctouche, N.B.  
J. G. Marshall, Carman, Man.  
J. E. Grey, Maple Valley, Ont.

This list shows a good average return, four coming from Calgary, one from Manitoba, one from Regina, one from Winnipeg, one from New Brunswick, one from Ontario, while one came all the way from California. Privates J. E. Ardron, A. W. Geddes, J. I. Harvey (John Christie and H. W. Hall have been promoted to the positions of lance-corporal, and have so far been doing orderly-room work. The company spent yesterday morning and afternoon in platoon and company drill, while a detachment of twenty men, who have passed the indoor range tests, went to the Pointe aux Trembles ranges for outdoor target-shooting.

H. W. Nesbitt, a well-known man about town and previously a member of the McGill Auxiliary Battalion, has signed up with the company.

All the men in the Overseas Company wish to convey to the students of McGill and to the administration their thanks and appreciation for the use of the Union, for, as one of the men put it, "a hot bath is a d— sight better to get into in the cold grey morning or after a long route march than a cold shower, which would otherwise be the case."

Lieut. Tidmarsh, who up till now has been instructing the Universities Company in signalling, has been attached to the 87th Battalion C. E. F. as signalling instructor, and the men all hope that he will still be able to devote some of his time to their instruction, which they would miss very much. Mr. Scott, of the McGill C.O. T.C., is assisting in the organization of the unit, while Lieut. Walter Molson has just had his appointment as acting paymaster and quartermaster verified.

### THE LAUGH LINE

#### A PSYCHOLOGICAL LOAN.

Professor (in geology)—"The geologist thinks nothing of a thousand years."  
Sophomore—"Great guns! And I loaned a geologist \$10 yesterday."  
Grit.  
Better even so than a loan to a psychologist.

#### POLITENESS.

Chauffeur (under auto)—"I beg your pardon, sir, but would you mind backing the car up a little?"  
Owner—"What's the matter?"  
The Chauffeur—"My face is caught in the works."—Pennsylvania Punch Bowl.

#### TERRIBLE.

Stella—"I hear you had a terrible experience."  
Bella—"Yes; I was rescued from drowning by another girl."—Harford Times.

#### TURN ABOUT.

Hokus.—"Toothache, eh? I'd have the blamed thing pulled if it were mine."  
Pokus.—"So would I, if it were yours."

## News of Student Soldiers

NEWS OF THE ... fm -7- seek  
Guy S. McLennan, Arts '17, is with the 73rd Highlanders as machine gun officer. Lieut. McLennan, who last year was military editor of the McGill Daily, took the machine gunnery course at Ottawa during the summer, and is now at Valcartier.

Hugh C. Farthing, Arts '14, is serving at Tete du Pont Barracks, Kingston, as lieutenant in the Canadian Permanent Army Service Corps. Lieut. Farthing was attending classes at Osgoode Hall, Toronto, when he entered the Army Service Corps School late in May.

H. P. Foran, Med. '20, and formerly of Arts '17, is taking the exams. of the N.C.O. class of the 55th Irish Rangers, and hopes to qualify for overseas service.

Lieut. John J. Todd, Arts '17, was about the college yesterday on leave from the 60th Battalion at Valcartier mobilization camp. Lieut. Todd was a member of the executive of the Architectural Association last session, and played outside wing with the senior football team in the crucial game with the University of Toronto at Toronto a year ago.

Harold Mullen, Sci. '18; Ernest Cockfield, Sci. '17, and Philip Abinovitch, Law '18, have enlisted with Maj. Cape's Battery of Heavy Artillery.

S. C. Foster, Sci. '18, a member of the reportorial staff of the McGill Daily last year, has enlisted with the 3rd Siege Battery, Heavy Artillery, under the command of Major E. G. M. Cape, Sci. '98.

## ARTS '18 HOLDS FIRST PRACTICE

Sophomores First Class Football Team to Show Signs of Life.

The Class of Arts, '18 inaugurated class football for the season at McGill yesterday when a large number turned out at the new Stadium for a preliminary practice in preparation for the scheduled games to be played shortly in the Arts Faculty. The major part of the time was spent in kicking to the halves and in having the wing line follow down under the kicks. This was followed by practice in tackling, falling on the ball, and kicking. There is no lack of good material from which to pick the team. Henry Rutherford and Nicholson look good for the back division, and there are a number of good tacklers on the wing line. There are still several good men who have not yet been in uniform and who ought to add greatly to the strength of the team.

One of the commonest words in the English language, especially at the present moment, is the word admiral. Yet few people seem to have any knowledge that it was imported into the language from the Arabic. The word, in short, is only the modernized form, through Latin transition, of the word amir or emir, which means a commander. The amir-al-bahr was the commander of the sea, and was one of the many variations of the title Amir-al-muminin, or Commander of the Faithful, assumed by the Caliph Omar. Medieval Europe appropriated the word and Latinized it as admiral, from whence it came into the English language through the old French admiral. Its first appearance in English prose is in the chronicle of Layamon, that famous monk of Emsley, on the Severn Sea, who took a book-skin, and wrote on it his famous chronicle. Layamon talks of an admiral of Babiloine. This was in 1205, but it was not until two and half centuries later that the word appeared, for the first time, in the chronicle of Capgrave, in the form "amirel of the se." From thence it has descended to us in the form popularly known.

### TRYING TO GET THERE.

The fervent temperance orator stood in the midst of his speech and said impressively: "My friends, if all the saloons were at the bottom of the sea what would be the inevitable result?" And from the back of the room came the loud emphatic reply: "Lots of people would get drowned!"

Printed for the publishers—The Students' Council of McGill University—by The Financial Times Press, 333-335 Craig Street, Montreal.

### THACKERAY LETTERS FOUND.

Three interesting letters by Thackeray have been found recently. In one of these he is seeking employment as an editor, and gives, in a very characteristic manner, an account of his training and ability:

"If you have a new editor as you will no doubt, and unless you have a great man like Mr. Carlyle at the head of your undertaking, please to think of your humble servant, who is very anxious to have a calling and regular occupation of some kind, and who could really, I think, do your duty very well. I know a couple of languages, French and German."

An unusually interesting and important letter.

The second is to his uncle, thanking him for financial and other assistance given him during his stay at college, and commenting upon his relatives, his interest in heraldry, etc.:

"I am glad to hear that the arms are safe; I feared I had lost them; although I had bought a magnificent piece of cardboard whereon to emblazon them. Will you send them to me by post—for I assure you I have been studying heraldry to great advantage lately." \* \* \* I was nearly sending away this letter without thanking you for your kindness in my money matters—I assure you that if anything can make me prudent for the future, that must—I have paid with it a long turgid bill and sundry other accounts."

In the third he writes respecting the prices to be charged at one of his lectures, and insisting that there should be no reduction of same. "I don't like to offer myself for less, lest the folks of other cities should grumble. I would cheerfully perform for nothing for the non-paying classes, but must keep my prices up for those who can afford to pay. And I should be very glad indeed if I could make some good terms at Manchester. I am told the Philharmonic is an enormous room, and could not hope to fill it at those prices; but it's important to me that they should be kept up, I think, and I would rather have a smaller room, if that be possible, and less money than sell my little wares at a depreciated currency."—From Autographs and Manuscript Letters.

### AN EXAMPLE.

A little girl who had a live bantam presented to her was disappointed at the smallness of the first egg laid by the bird. Her ideal egg was that of the ostrich, a specimen of which was on a table in the drawing room. One day the ostrich egg was missing from its accustomed place. It was subsequently found near the spot where the bantam nested, and on it was stuck a piece of paper with the words: "Something like this, please. Keep on trying."

### SCHOLARSHIPS ARE GIVEN.

Two Harvard scholarships of \$10,000 each are provided for in the will of Fannie Bartlett, of Boston. The college is also residuary legatee.



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## U. OF T. DECREASE OF 20 PER CENT.

President Falconer Says 1,200 Graduates and Undergraduates on Service.

There are 1,200 graduates and undergraduates of the University of Toronto with the colors. This was the inspiring news with which President Falconer Tuesday greeted the students in Convocation Hall on the commencement of a new year. He added an appeal. He urged every man to join the Officers' Training Corps. "Make yourself ready," was the president's counsel, and he intimated that the university would close early again this year to give those who had determined upon patriotic service their full chance. Dr. Falconer did not stop with the men. He asked the women students to cooperate by organization, by inspiring, aiding and encouraging the young men to go, and by faithful and zealous work at home. The president suggested \$3,000 as the university's Imperial contribution to the British Red Cross Society on Trafalgar Day to meet Lord Lansdowne's appeal, a suggestion greeted by prolonged applause.

### Decrease of 20 Per Cent.

The students generally are intent upon keeping up their interest in military drill, and they are entering upon their work this year with a more serious outlook upon life. Immediate prosperity is not assured to them, and the irresponsible element has been almost eliminated. They have voluntarily dropped intercollegiate Rugby matches, and a healthy sense of discipline and restraint is exhibited as the result of the war and the consequent military training.

Figures up to date show a decrease of over 20 per cent. in University enrollment as compared with last year's registration. Trinity College has sent a large number of men to the front and the decrease is quite marked. Only one Freshman has so far appeared for the Department of Forestry.

The figures obtainable so far are:

Univ. College	1915.	1914.
Victoria College	832	964
Medicine	374	528
Arts total	420	575
	1,460	1,880

## The Royal Military College of Canada

THERE are few national institutions of more value and interest to the country than the Royal Military College of Canada. Notwithstanding this, its object and the work it is accomplishing are not sufficiently understood by the general public.

The College is a Government Institution, designed primarily for the purpose of giving instruction in all branches of military science to Cadets and Officers of the Canadian Militia. In fact it corresponds to Woolwich and Sandhurst.

The Commandant and military instructors are all officers on the active list of the Imperial army, sent for the purpose, and there is in addition a complete staff of professors for the civil subjects which form such an important part of the College course. Medical attendance is also provided.

Whilst the College is organized on a strictly military basis the cadets receive a practical and scientific training in subjects essential to a sound modern education.

The course includes a thorough grounding in Mathematics, Civil Engineering, Surveying, Physics, Chemistry, French and English.

The strict discipline maintained at the College is one of the most valuable features of the course, and in addition, the constant practice of gymnastics, drills and outdoor exercises of all kinds, ensures health and excellent physical condition.

Commissions in all branches of the Imperial service and Canadian Permanent Force are offered annually.

The diploma of graduation is considered by the authorities conducting the examination for Dominion Land Surveyor to be equivalent to a university degree, and by the Regulations of the Law Society of Ontario, it obtains the same exemptions as a B.A. degree.

The length of the course is three years, in three terms of 9½ months each.

The total cost of the course, including board uniform, instructional material, and all extras is about \$800.

The annual competitive examination for admission to the College, takes place in May of each year, at the headquarters of the several military divisional areas and districts.

For full particulars regarding this examination and for any other information, application should be made to the secretary of the Militia College, Ottawa, Ont., or to the Commandant, Royal Military College, Kingston, Ont.

H.Q. 94-5.

12-13.-52332.

Blue Monday is the popular name for every Monday at Yale. Practice for the regulars on that day consists in listening to a recital of their faults as displayed in the game the previous Saturday.

## Can you Shoot straight?

Keep in practice. Not only because the training may prove useful—perhaps necessary—but chiefly because of the keen enjoyment you will derive from this most interesting sport.

Get out your gun. Buy one if necessary. Fill your pockets with Dominion .22's—the favorite brand of expert marksmen. Then you'll have some real fun.

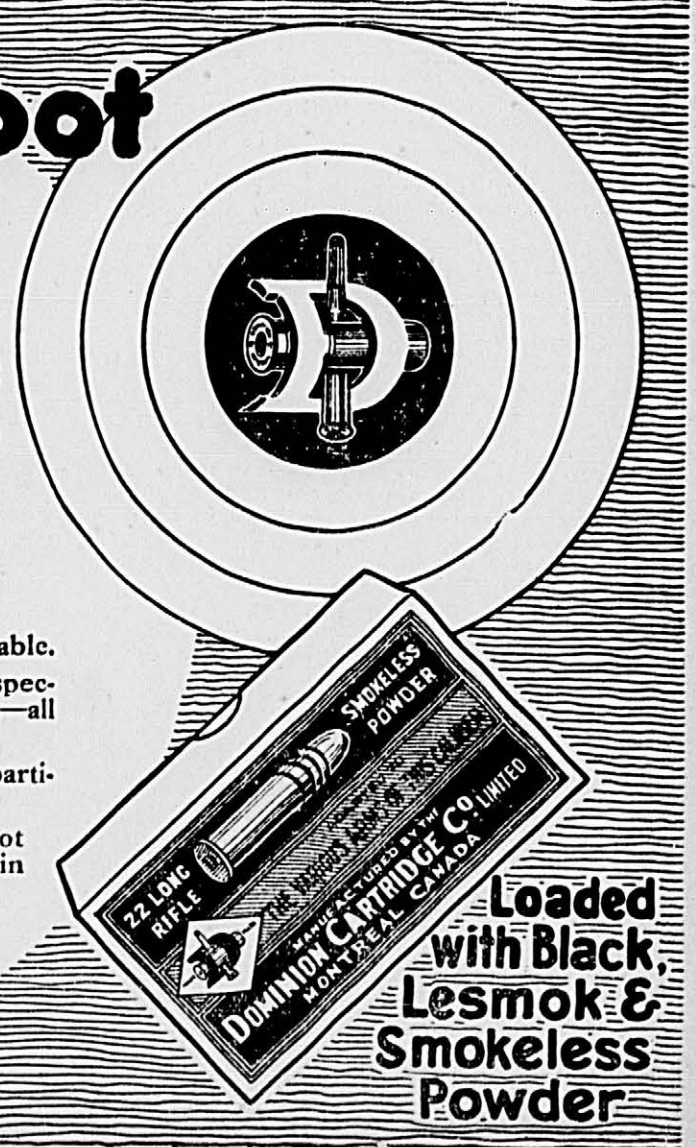
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